1. The focus of our inquiry is bridging the gap between the children’s home and school life. We will also focus on different methods of helping children work on attention maintenance, and fine motor skills through our investigation.
2. We are focusing on the family by giving the children a project to complete with their families. We are also focusing on the children because we are facilitating a connection between home and school to attempt to strengthen their developmental skills at home and in the classroom.
3. We hope the children will use the family activities to enhance development of their fine motor and attention maintenance skills. We hope that the parents will feel more connected to their child’s school life and aid in their development. We hope that staff will gain the knowledge of how to connect a child’s school and home life as well as aiding in the development of fine motor and attention maintenance skills.

4. We found a couple of resources that were useful for our investigation. One of the sources that we used was California Department of Education*,(n.d.) Foundation: Attention Maintenance California Infant/Toddler Learning & Development Foundations.* Retrieved from:

<http://www.cde.ca.gov/sp/cd/re/itf09cogdevfdattm.asp>, which is an article that is based on attention maintenance. We also used Mariana M. Santos, Carolina Corsi, Luisa A. P. Marques, Nelci A. C. F. Rocha (2013). Comparison of motor and cognitive performance of children attending public and private day care centers*. Brazilian Journal of Physical Therapy.* 7(6) Retrieved from: <http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1413-35552013000600579&lng=en&nrm=iso&tlng=en>, which is an article on fine motor skills. Our last source is Ott, C. (2014). *Getting it right: The school-home connection.* Pearson Education, Inc. Retrieved from: <http://school.familyeducation.com/parents-and-school/teaching-methods/38583.html>, which is an article about trying to get parents involved and feel more comfortable participating in their child’s school life.

1. Children and their families are the entire focus of our investigation. We met with Teacher Kori from the Maple Room after Monday night meeting on September 29, 2014 and received approval for our project. On Tuesday October 14, 2014 Teacher Taylor spoke with Teacher Lisa and received approval for our photo book. Teacher Kori and Lisa will be collecting the pictures and printing them in their office. During this talk Teacher Lisa also approved our pre/post test table in the classroom weeks nine and thirteen.
2. This investigation will include outside time for Teachers Kori and Lisa as they will be printing out the pictures that the families send to them and giving them to Teachers Taylor, Kristin, and Kaydee.
3. Week eight we will be talking to Teachers Kori and Lisa to get approval for a table where the children will be fruit loops onto ribbons. We will be posting a “newsletter” into the sign in binder to inform the parents of the activity they will be receiving in week ten and of our investigation. Week eight will also be preparing the materials for our project and pre “test”. The materials will be ribbon and fruit loops. The following week (week nine) we will be implementing our pre “test”. We will set out a table with our materials for the children to practice stringing fruit loops onto ribbons. We will be taking observation notes on all of the children to see where they are in regards to fine motor and attention maintenance development (DRDP ATL-REG 1, PD-HLTH 4). Week ten we will be sending home the same activity including materials and directions with the families. We will ask in the newsletter to have each family take a picture of the child working on the activity given to them in their home environment. We will ask for the pictures emailed to either Teacher Kori or Teacher Lisa’s email so the pictures can be printed in their office. Week twelve we will send reminders to families whom we have not yet received pictures from. Week thirteen we will be repeating the stringing of fruit loops onto ribbon in class as our post “test”. During the post-test we will be addressing the same curriculum in the same exact manner and be measuring fine motor and attention maintenance. Once all of the pictures are received on the final week, we will construct a class book with the pictures of the children working with their fruit loops and strings at home.
4. We will be posting a notification letter to parents before our investigation begins in order to inform them of our project. We will begin our investigation on week nine and plan on collecting the pictures by week eleven at the latest. The activity and directions will be dropped off into the parent cubbies by 5:30pm on Friday and will remain there until a convenient pickup for the family. At the end of the investigation we will be putting together a class book of all of the pictures that we collected from the families. The book will remain in the classroom. The effect of the at home activities will be based on the gathered information from the parent surveys.
5. The final product of our implementation will be the class book containing the pictures collected from the families and pictures that we took in the classroom.
6. The materials that will be needed for our inquiry are: string, fruit loops, tape, paper cups, and stickers.
7. We will be evaluating if our investigation is successful based on the observation notes from the pre and post “tests” done in the classroom and measures ATL-REG 1 and PD-HLTH 4 from the DRDP.
8. The long-term application of our project is strengthening the development of fine motor skills and attention maintenance. We hope to continue bridging the gap between home and school life with future activities, and an increase of parent involvement.